

Technology–Enhanced Active Learning

Transforming learning & teaching

Conference of Science & Mathematics Education
November 2015

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By the end of this input, I can:

- **explain** the meal methodology and the shampoo methodology; (K)
- **list** three ways I could incorporate online polling into my lectures/tutorials; (K)
- **improve** my use of presentation software; (S)
- **evaluate** how I could implement flip teaching in my own classroom; (K, S, A)
- **explore, create** and **evaluate** various online materials to determine their suitability for my use in future lectures/tutorials (K, S)

Action Point

- **apply** an aspect of what I've learned today when planning a future lecture/tutorial (K, S, A)

None of us want ...

Boring Lectures

blah blah blah blah blah blah blah blah blah blah



Angry



~~Possessed~~
Focused



Bored



Couldn't
Care Less



How can we get students to engage?

How can we get students to engage?

Get them active in their learning.

- places responsibility for learning on the learners;
- requires engagement in higher-order skills: analysis, synthesis and evaluation;
(Bloom 1956; Krathwohl, 2002)
- relates to the 3 learning domains: knowledge, skills and attitudes;
- engages students in **doing** and **thinking about what they are doing**.
(Bonwell and Eison, 1991)

**So how do we, as teachers,
get students more active
in their learning?**



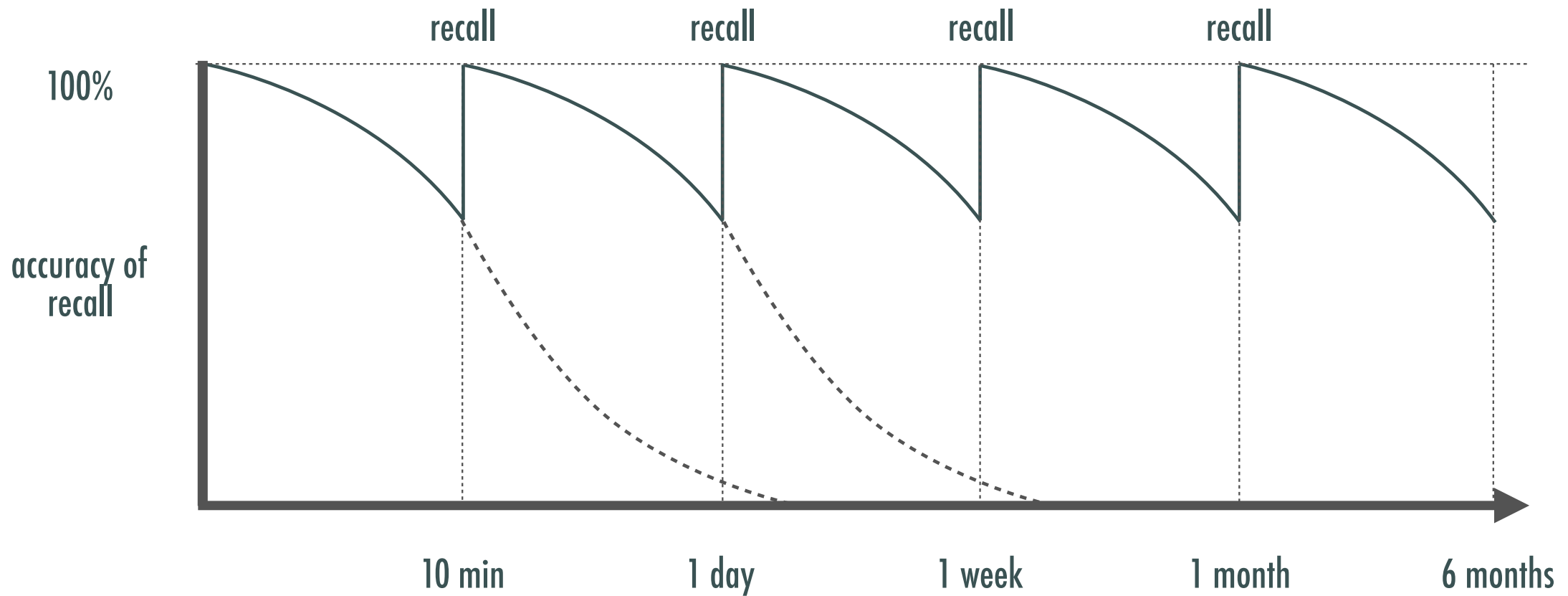
Time to digest



Rinse & Repeat



Recall



Online polling

Similar to a 'clicker' system

Can vote using an app, online, SMS (texting), Twitter (varies depending on app)

Companies/Programmes such as:

- PollEverywhere
- TopHat
- Socrative

Basic

- Ask a question; get an answer

Intermediate

- One-word or simple phrase answers

Advanced

- Longer response to a question, peer-review feedback or assessment

Powerpoint

Minimise, minimise, minimise (Don't overdo the special effects)

Visuals (when appropriate)

Be conservative in your use of colour

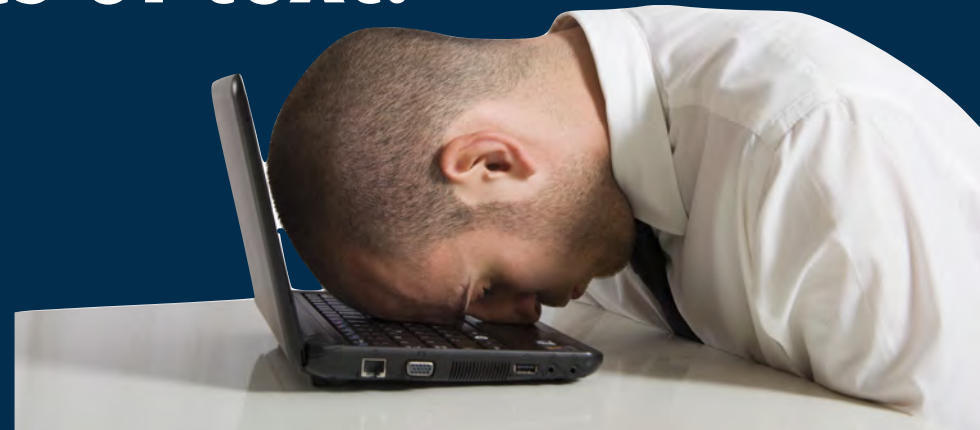
**If you have a lot of text to put onto
your slide,**

**think seriously about breaking it up
into shorter 'chunks'.**



**You will keep your students engaged
and...**

**... it's less soul-destroying and less
disheartening
than seeing lots of text.**



Let's face it...

**how often do you read huge chunks of
text during a presentation?**

**Besides,
if you have too much text,**

it's usually too small to be read

and that's just aggravating.



By breaking up the text,

**you are forcing your listeners
to follow you.**

They won't be able to race ahead



and read the text before you say it.

So do yourself

(and your students)

a favour.

Break up your text.

... or would you prefer this? ...

If you have a lot of text to put on one slide, think seriously about breaking it up into shorter 'chunks'. You will keep your students engaged and ... it's less soul-destroying and less disheartening than seeing lots of text.

Let's face it. How often do you read huge chunks of text during a presentation?

Besides, if you have too much text, it's usually too small to be read and that's just aggravating.

By breaking up the text, you are forcing your listeners to follow you. They won't be able and race ahead to read the text before you say it.

So do yourself—and your students—a favour. Break up your text ... or would you prefer this? ...

Flip Teaching



Undergraduate Child Development: Years 1 & 2

Outwith class time

Video(s), textbook reading, read research article

During class time

- Ask Questions
- Sharing research article (Peer & Self Assessment: Online polling)
- Scenario-Based Learning activity

Prezi

<http://tinyurl.com/oxexkfg>

Movement

Can be time-consuming to create

Nearpod

More interactive



Polling

www.polleverywhere.com

www.socrative.com

Powerpoint Alternatives

www.prezi.com

www.nearpod.com

Flip Teaching

Web search iTunes U course:

child development+pate

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